

2016 Tennessee Educator Survey  
Assessment and Standards Teacher Module

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The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey<sup>1</sup>. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.

1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

Teacher Branches

1. Early Career
2. High School
3. IPI School

Administrator Branches

1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. The Assessment and Standards Teacher Module follows this introduction. Teacher and administrator modules include the following.

Teacher Modules

1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches

1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.



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<sup>1</sup> Questions on the Tennessee Educator Survey were derived from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.

**Tennessee Educator Survey: Teacher Survey Modules****Teacher Module A: Standards & Assessments**

1. Do you use assessments for the following purposes? (Yes, No) If yes, which types of assessment do you think are most effective for the purposes listed below? Select top three in order.

	Statewide Standardized Exams	District and/or School- adopted Benchmark Assessments	Other General Assessments	Teacher Developed Assessments	Embedded Informal Assessments
a. Determine my students' knowledge at the start of the school year	a	b	c	d	e
b. Determine my students' knowledge before beginning instruction on a new standard	a	b	c	d	e
c. Identify topics requiring more or less emphasis in instruction	a	b	c	d	e
d. Set learning goals for individual students	a	b	c	d	e

e. Assign or reassign students to groups within my class	a	b	c	d	e
f. Identify individual students who need additional assistance	a	b	c	d	e

2. Approximately how many hours during this school year (2015-2016) do you estimate your students spend on each of the following types of assessments in your classroom?

	None	1 to 3 Hours	4 to 7 Hours	8 to 14 Hours	15-25 Hours	More than 25 Hours
a. Statewide standardized exams	1	2	3	4	5	6
b. Benchmark assessments	1	2	3	4	5	6
c. Other general assessments	1	2	3	4	5	6
d. Teacher developed assessments	1	2	3	4	5	6
e. Embedded informal assessments	1	2	3	4	5	6

3. Approximately how many hours during this school year (2015-2016) do you believe students should spend on each of the following types of assessments?

	None	1 to 3 Hours	4 to 7 Hours	8 to 14 Hours	15-25 Hours	More than 25 Hours
a. Statewide standardized exams	1	2	3	4	5	6
b. Benchmark assessments	1	2	3	4	5	6
c. Other general assessments	1	2	3	4	5	6
d. Teacher developed assessments	1	2	3	4	5	6
e. Embedded informal assessments	1	2	3	4	5	6

4. Please indicate the amount of time spent by your typical student this year doing each of the following to prepare for statewide standardized exams

	None	1 to 3 Hours	4 to 7 Hours	8 to 14 Hours	15-25 Hours	More than 25 Hours
a. Taking practice tests isolated from the teaching and learning cycle (not for instructional purposes)	1	2	3	4	5	6
b. Learning test-taking strategies	1	2	3	4	5	6
c. Reviewing and answering sample questions separate from usage in instruction	1	2	3	4	5	6

5. Please indicate the extent to which you agree or disagree with the following statements regarding statewide standardized exams.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I spend too much instructional time helping students prepare for statewide standardized exams.	1	2	3	4
b. My students spend too much time taking statewide standardized exams.	1	2	3	4
c. Overall, information received from statewide standardized exams are worth the investment of time and effort.	1	2	3	4
d. I gain information from statewide standardized exams that helps in refining my teaching practices.	1	2	3	4
e. The results of statewide standardized exams help me to determine if my students are gaining the skills and knowledge necessary to meet the state standards.	1	2	3	4

6. Which of the following supports for implementing Tennessee State Standards do you find helpful?

	Not Helpful	Somewhat Helpful	Helpful	Very Helpful
a. Curriculum resources aligned to the current Tennessee State Standards	1	2	3	4
b. Textbooks aligned to the Tennessee State Standards	1	2	3	4
c. Formative or diagnostic assessments aligned to the Tennessee State Standards	1	2	3	4

d. Digital tools (on-line textbooks, webinars, on-line communities, applications/apps, etc.)	1	2	3	4
e. Professional learning on the Tennessee State Standards	1	2	3	4

7. Please indicate the extent to which you agree or disagree with the following statements regarding statewide standardized exams.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My instructional practices align to TNReady expectations.	1	2	3	4
b. My curriculum aligns to TNReady expectations.	1	2	3	4
c. Significant test preparation for TNReady, separate from regular instruction, is not necessary.	1	2	3	4
d. I believe TNReady will effectively assess students' ability to read and comprehend complex literature.	1	2	3	4
e. I believe TNReady will effectively assess students' writing skills.	1	2	3	4
f. I believe TNReady will effectively assess reasoning through the use of challenging math problems.	1	2	3	4
g. I believe TNReady is a better assessment of students' postsecondary readiness than the former TCAP in math and English Language Arts.	1	2	3	4

8. Please indicate the extent to which you agree or disagree with the following statements regarding statewide standardized exams.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have sufficient time to cover TNReady material prior to Part I testing.	1	2	3	4
b. I have sufficient time to cover TNReady material prior to Part II testing.	1	2	3	4
c. The TNReady assessment blueprints met my needs in understanding what would be tested on each part.	1	2	3	4